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ABSTRACT

This publication comprises 42 annotated citations of literature considered to be of interest to assistant principals. The entries are classified according to and organized under seven topics: (1) the role of the assistant principal, (2) curriculum development, (3) discipline, (4) the management team, (5) scheduling, (6) staff relations, and (7) student activities. (EA)

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the assistant principal

A COLLECTION OF ERIC RESUMES

National Association of Secondary School Principals
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the assistant principal

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PREFACE

The Educational Resources Information Center (ERIC) is a national information system operated by the National Institute of Education. ERIC serves the educational community by disseminating educational research results and other resource information that can be used in developing more effective educational programs.

The ERIC Clearinghouse on Educational Management, one of several clearinghouses in the system, was established at the University of Oregon in 1966. The Clearinghouse and its companion units process research reports and journal articles for announcement in ERIC's index and abstract bulletins.

Research reports are announced in Research in Education (RIE), available in many libraries and by subscription for $38 a year from the United States Government Printing Office, Washington, D.C. 20402. Most of the documents listed in RIE can be purchased through the ERIC Document Reproduction Service, operated by Leasco Information Products, Inc.

Journal articles are announced in Current Index to Journals in Education. CIJE is also available in many libraries and can be ordered for $44 a year from CCM Information Corporation, 866 Third Avenue, Room 1126, New York, New York 10022. Annual and semiannual cumulations can be ordered separately.

Besides processing documents and journal articles, the Clearinghouse has another major function—information analysis and synthesis. The Clearinghouse prepares bibliographies, literature reviews, state-of-the-knowledge papers, and other interpretive research studies on topics in its educational area.

At the request of the National Association of Secondary School Principals, the Clearinghouse compiled this collection of abstracts from document resumes in Research in Education.

Philip K. Piele
Director, ERIC/CEM

FOREWORD

The National Association of Secondary School Principals has dedicated its resources to the improvement of the role of the assistant principal in American education.

As a step in this direction, NASSP, in cooperation with its state organizations, sponsors a series of Frontline conferences designed to encourage and help assistant principals in their work. Their focus has been on the various roles of this key administrator, with emphasis on curriculum planning and coordinating, the development of leadership skills, student activities, developments in career education, projections for the future, and effective participation on the administrative team.

As a second step, NASSP in cooperation with the Educational Resource Information Center (ERIC) compiled this annotated bibliography on publications of interest to assistant principals. At present, articles dealing specifically with the subject are limited.

The organization of this bibliography falls into seven areas: The Role of the Assistant Principal; Curriculum Development; Discipline; The Management Team; Scheduling; Staff Relations; and, Student Activities. This arrangement will give the assistant principal access to materials that should be of assistance in coping with the myriad of problems associated with his role.

NASSP is fortunate to have the services of its Committee on the Assistant Principal, and grateful appreciation is recorded herewith. A special commendation is due the following members: Stuart H. Benjamin, Vice Principal, Columbia High School, Maplewood, N.J., Chairman; Lovola Burgess, Assistant Principal for Curriculum, Rio Grande High School, Albuquerque, N.M.; M. Patricia Goins, Principal, School Without Walls, District of Columbia Public Schools, 1411 K St., N.W., Washington, D.C.; Stuart A. Marshall, Professor of Education, Boston University, Boston, Mass.; Barry S. Moore, Assistant Principal for Instruction, Lincoln Northeast High School, Lincoln, Neb.; Roger W. Ringstad, Assistant Principal, Interlake High School, Bellevue, Wash.; Charles H. Baltimore, Coordinator, Urban Education, NASSP, Secretary; Douglas W. Hunt, Associate Secretary for Professional Programs, NASSP, ex officio.

Owen B. Kiernan
Executive Secretary
National Association of
Secondary School Principals

February, 1973

INTRODUCTION

Since the beginning of ERIC in 1966, more than fifty thousand documents have been announced in ERIC's monthly catalog, Research in Education (RIE). Of the total, about three thousand documents have been processed by this Clearinghouse. This growing collection is so extensive that it is useful to compile lists of ERIC documents on a number of critical topics in educational management.

To compile each list, the RIE subject indexes are searched, using key terms that define the topic. The documents are selected on the basis of their currency, significance, and relevance to the topic.

This compilation presents materials on the role and duties of the assistant principal, with special attention to the areas of curriculum development, discipline, the management team, scheduling, staff relations, and student activities. The listing is complete for all issues of RIE through October 1972 and includes documents processed by this and other clearinghouses.

Based on the document resumes in RIE, the following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. The documents are listed alphabetically by the authors' last names and are numbered.

The ERIC Clearinghouse on Educational Management operates under contract with the National Institute of Education of the United States Department of Health, Education, and Welfare. This publication was prepared pursuant to that contract. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official National Institute of Education position or policy.

THE ROLE OF THE ASSISTANT PRINCIPAL

1. Austin, David B., and Brown, Harry L., Jr. Report of the Assistant Principalship. Volume 3: The Study of the Secondary School Principalship. Washington, D.C.: National Association of Secondary School Principals, 1970. 109 pages. ED 053 449 MF $0.65 HC not available from EDRS. (Available from National Association of Secondary School Principals, 1201 Sixteenth Street, NW, Washington, D.C. 20036, $5.50 prepaid.)

   This monograph reports the results of a three-part study that attempts to delineate the nature, function, and relative status of the assistant principalship. Data for normative and career studies were gathered from questionnaires completed by over 1,200 assistant principals, while shadow study data stem from observations of assistant principals at work. From the shadow studies, researchers find that, essentially, the assistant principal makes the school go. The normative study reveals that some disharmony exists between an assistant principal's understanding of the range and character of his duties and a principal's view of those duties. The career study discloses that most assistant principals, male and female, derive much less satisfaction from their tenures as assistant principals than from their years spent in other assignments. Researchers conclude that a reexamination of the entire process of administrative selection is necessary, that educational training programs should be established, and that a more systematic procedure should be developed to deal with the selection and career progression of those in educational leadership roles.

2. Burgess, Lovola. "The New Assistant Principal—Key Person on the Principal's Team." Paper presented at National Association of Secondary School Principals annual convention, Anaheim, California, 1972. 6 pages. ED 062 717 MF $0.65 HC $3.29.

   The author urges principals to provide their assistant principals with satisfying job experiences beyond those of coping with discipline, attendance, schedule, and food service problems; with opportunities for career advancement; and with an occasional pat on the back. The author further urges principals to consider hiring a qualified woman as a member of the administrative team. Women administrators, she argues, are a good administrative investment.

CURRICULUM DEVELOPMENT

3. Ayers, Lawrence W., Jr. Coordination of Organic Curriculum Development in the Public Schools of Portland, Oregon. Final Report. Oregon: Portland Public Schools, 1971. 163 pages. ED 054 533 MF $0.65 HC $6.58. This document describes the efforts of program administrators to implement an organic curriculum in the John Adams High School in Portland, Oregon. The chief program administrator coordinated efforts to develop individualized instructional materials, to revamp school organization, and to create a fully differentiated staff. Organic curriculum is a learner-centered rather than a teacher-centered course of study utilizing packages specifying behavioral objectives. Appendixes present a variety of materials describing John Adams High School.

4. Foshay, Arthur W. Curriculum for the 70's: Agenda for Invention. Washington, D.C.: Center for the Study of Instruction, National Education Association, 1970. 77 pages. ED 053 075 MF $0.65 HC not available from EDRS. (Available from National Education Association Publica-

tions--Sales Section, 1201 Sixteenth Street, NW, Washington, D.C. 20036: No. 381-11946, $1.50 paperbound; No. 381-11948, $3.00 clothbound.)

Briefly outlining problems facing schools today, this monograph emphasizes the need to adapt education to changing social forces. The developing role of the school in society is traced from 1900, and a current reversal of roles is noted. Rather than sublimating the needs of the individual to those of society, the school must now serve the individual. Considering the implications of this new role for curriculum development, twelve practices are deemed necessary for schools to serve the students. These practices include student participation in curriculum planning, community and citizen involvement in education, expansion of the curriculum to include the study of man as a social being and the study of individual self-awareness, increased emphasis on literature and the arts, and student participation in the real world in the form of productive work. Where possible, examples are given of schools presently using these approaches. The individual teacher or administrator can implement several specific procedures within the present system to help develop a humane school.

5. Groden, Austin F. "A Model Conceptual Framework for the Development of Humanities Programs in American Public Secondary Schools." Ed. D. dissertation, University of Virginia, 1970. 255 pages. ED 056 023 Document not available from EDRS. (Available from University Microfilms, Post Office Box 1764, Ann Arbor, Michigan 48106: No. 70-26, 556; MF $4.00, Xerography $10.00.)

   The author developed this conceptual framework for a humanities program through a literature review, which yielded many alternative recommendations, and through a mail questionnaire. Replies from 117 questionnaires resulted in the following observations: (1) the humanities are defined as specific objectives to be achieved within given disciplines or subject areas; (2) the most important objective of humanities programs should be individual value formation; (3) certain disciplines or subject areas merit a priority for inclusion in humanities programs (classical and contemporary literature, music, painting, drama, philosophy, history, sculpture, architecture, religion, dance, and anthropology); (4) certain procedures, processes, and activities are considered more pertinent and adaptable to humanities programs than others ("great themes," interdisciplinary activities, team teaching, discussions, study of master creations of the contemporary era, use of the inductive method, use of primary sources, study of the universal problems of man); (5) evaluation should be made through teacher comments, essay and oral examinations, student projects and journals, and community activities; (6) existent humanities programs often follow no specific guidelines and use no conceptual framework in their planning and development; and (7) present programs emphasize academic excellence for college-bound students.

6. Howieson, Patricia, and others. Cross-Cultural Adaptation of Programmed Instruction. East Lansing, Michigan: Human Learning Research Institute, Michigan State University, 1970. 9 pages. ED 055 946 MF $0.65 HC $3.29.

   Three comprehensive and inclusive tasks are involved in cross-cultural implementation of programmed instruction: (1) the initiation of a program; (2) the selection and adaptation of a program for use in a second culture; and (3) the evaluation of a program considering the particular target population. These three tasks require cooperative and organized

teamwork, and the necessary qualifications of the team are enumerated. Specific attention is given to delineating tasks concerned with the translation and structure of the program.

7. Kemp, Jerrold E. Instructional Design: A Plan for Unit and Course Development. 1971. 130 pages. ED 061 771 Document not available from EDRS. (Available from Fearon Publishers/Lear Siegler, Inc., Education Division, 6 Davis Drive, Belmont, California 94002, $2.25.)

   This document presents a method of instructional design suitable for any educational level—elementary, secondary, or college. The method can be applied to individual subject topics, to unit developments, and to complete course development. The text considers: a plan for instructional design, including statements of precise learning objectives, selection of specific teacher/learning experiences, and measurement of student achievement; a method for handling the working mechanics during the planning process; the personnel capabilities required during the planning and implementation of the program; techniques for working with teachers and support personnel to ensure success of the program; and methods to measure the effectiveness and efficiency of the plan.

8. Krug, Mark M., editor. What Will Be Taught—The Next Decade. 1972. 252 pages. ED 063 269 Document not available from EDRS. (Available from F. E. Peacock Publishers, Inc., Itaska, Illinois 60143, $4.50.)

   The present high school curriculum and trends for the future are reviewed. Seven professors assess the present situation and trends in their respective fields: English, visual education, science, foreign language, mathematics, social studies, and teacher education. Major points in the respective articles include: (1) the need for sequential and cumulative English programs from kindergarten to graduate school; (2) the expansion of art instruction to visual instruction, including the study of architecture, photography, and the media; (3) the need for methods of teaching scientific literacy to all children, and the task of training scientists and engineers; (4) the progress since World War II of foreign language instruction in relation to the needs of today's education; (5) exploration of the reasons for the failure of school mathematics, including suggestions for dealing with the problem; (6) the impact of massive alienation of young people on current social studies programs; and (7) the reliance of teacher education on the effectiveness of pre- and in-service training. To give the teacher direction and purpose, a meaningful philosophy of teaching must be evolved, including student involvement, student interest, opportunities for student self-development, individualized instruction, and less rigid institutions.

9. Kuzsman, Francis, and MacIsaac, Teresa, editors. Implementing Nongradedness: Administrative Plans and Curriculum Designs. 1970. 295 pages. ED 053 107 MF $0.65 HC $9.87. (Also available from Casket Printing and Publishing Company, Ltd., Antigonish, Nova Scotia, Canada, $3.50.)

   This book, prepared for elementary and secondary school teachers and administrators as an aid in implementing nongradedness, provides specific practical models, guidelines, suggestions, and references. The first chapter deals with the problems teachers face in preparing to implement continuous progress, and includes a strategy for preparation. Five chapters written by elementary teachers and administrators

outline details of implementation: three chapters describe the process of transforming an elementary school from graded to nongraded, one describes the personal experiences of a teacher, and one gives details of a pilot project on nongrading the language arts program. The chapters relating to secondary education describe strategies for developing curricula in the basic disciplines and present objectives, basic skills, and suggested teaching techniques and learning activities for a sequential English program, course outlines for a nongraded mathematics program, a broad overview of a nongraded science program, and a strategy for transforming the social studies curriculum in the province of Nova Scotia. The book also includes an extensive bibliography on nongrading, team teaching, and individualized instruction.

10. National Science Foundation. Course and Curriculum Improvement Projects, Mathematics, Science, Social Sciences. Washington, D. C.: 1970. 49 pages. ED 053 919 MF $0.65 HC $3.29. (Also available from Superintendent of Documents, Government Printing Office, Washington, D. C. 20402, $0.60.)

    Social studies, science, and mathematics curriculum improvement projects supported by the National Science Foundation are described in this publication. Description of projects is limited to those having direct relevance to precollege education and to those resulting from grants made through the Course Content Improvement Program of the Division of Pre-College Education in Science. The projects include diverse activities: curriculum conference, development of new or improved instructional apparatuses, production of complete courses that may include new laboratory experiences and guides, educational films, teacher guides, inservice materials, and textbooks. The projects are presented within four categories: elementary school projects (K-6), intermediate school projects (7-9), secondary school projects (10-12), and general projects (K-12). Included with each project description is a list of available materials and the addresses for obtaining them. Lists of project abbreviations and project directors are also provided.

11. San Diego County Department of Education. Proceedings: National Seminar on Year-Round Education (4th, San Diego, California, February 23-25, 1972). California: 1972. 153 pages. ED 063 617 MF $0.65 HC $6.58.

    More than nine hundred consultants, participants, and committee members representing nearly every state and many foreign countries attended the seminar. This document consists of thirty-one seminar presentations, including descriptions of specific programs and information on community relations, curriculum planning, evaluation models, teacher roles, and financial implications.

12. Sebastian, Roland. Coordination of Organic Curriculum Development in the Public Schools of Breathitt County, Kentucky. Final Report. Jackson, Kentucky: Breathitt County Board of Education, 1972. 96 pages. ED 063 675 MF $0.65 HC $3.29.

    Program administrators implemented an organic curriculum in the Breathitt County, Kentucky, High School. Organic curriculum is a learner-centered rather than a teacher-centered course of study utilizing learning packages specifying behavioral objectives. The chief program administrator coordinated efforts to develop instructional materials and a general science curriculum that would combine academic education with vocational preparation and personal development.

13. Harvard University. Student Codes: A Packet on Selected Codes and Related Materials. Cambridge, Massachusetts: Center for Law and Education, 1971. 262 pages. ED 059 540 MF $0.65 HC $9.87. (Also available from Center for Law and Education, Harvard University, 38 Kirkland Street, Cambridge, Massachusetts 02138, $5.00.)

    Various types of student codes, the need for such codes, court challenges of them, and guidelines for drafting them are discussed in this report. Sample codes in the packet include citywide codes from eight cities, four statewide policy statements, and selected model codes.

14. Kidder, Mary Jane, compiler. Searchlight: Relevant Resources in High Interest Areas. School Discipline and Civil Rights. IR Retrospective Search. Ann Arbor, Michigan: ERIC Clearinghouse on Counseling and Personnel Services, 1971. 11 pages. ED 061 563 MF $0.65 HC $3.29. (Also available from ERIC/CAPS, Room 2180, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104, $1.00.)

    This abstracted bibliography lists thirty-five documents retrieved from the ERIC collection, Dissertation Abstracts, and the journal literature, covering the defined civil rights of students and legal decisions in the area of student-school relationships.

15. Phay, Robert E. Suspension and Expulsion of Public School Students. ERIC/CEM State-of-the-Knowledge Series, Number Ten. Topeka, Kansas: National Organization on Legal Problems of Education, 1971. 49 pages. ED 048 672 MF $0.65 HC $3.29. (Also available from National Organization on Legal Problems of Education, 825 Western Avenue, Topeka, Kansas 66606, $3.50.)

    Decisions dealing with suspension or expulsion of students by public school authorities are reviewed and analyzed. The report focuses on recent court cases that reaffirm, amplify, or extend entrenched constitutional and common law principles undergirding the public educational system in the United States. The author considers the traditional elements of procedural due process and concludes that to comply with the minimum requirements of procedural due process, administrators must (1) give the student adequate notice of the grounds of the charges and the nature of evidence against him, (2) conduct a hearing (unless the student waives it), and (3) take action only if it is warranted by the evidence. The author recommends that administrators develop written policies on student conduct, outline procedures for handling discipline cases, provide grievance procedures for students and faculty, and detail emergency plans to deal with school disorders.

16. Queer, Glenn E. Discipline Study. Pennsylvania: Office of Research, Pittsburgh Public Schools, 1971. 57 pages. ED 063 660 MF $0.65 HC $3.29.

    A study was designed to elicit opinions from Pittsburgh School District principals, parents, and teachers concerning corporal punishment and other disciplinary action. Questionnaires were aimed at (1) determining reactions to current regulations governing the use of corporal punishment, (2) eliciting experiences or other arguments that would justify positions either for or against the use of corporal punishment, (3) monitoring opinions concerning the current status of discipline in

the schools, and (4) securing additional suggestions relative to disciplinary actions and/or techniques that might prove useful in managing student behavior. The reactions of and the suggestions by the persons sampled are presented. Appendixes contain sample questionnaire forms.

17. Roye, Wendell J. Law and Order in Classroom and Corridor. NCRIEEO Tipsheet, Number 6. New York: National Center for Research and Information on Equal Educational Opportunity, Columbia University, 1971. 6 pages. ED 057 148 MF $0.65 HC $3.29.

    The increase in the number of newly desegregated and not yet integrated schools has accompanied a rise in reports of student behaviors considered anti-school and anti-teacher. Many institutions are strengthening security personnel to enforce order and discipline, but community reaction to police may be more destructive than the unacceptable behavior of children. Student participation in administration does not necessarily reduce or eliminate the occurrence of such behaviors. Hiring uniformed guards is not very realistic. A more positive and constructive approach is the continual evaluation of discipline standards in all schools, integrated or segregated. Teachers must take into account the many factors that are natural barriers not only to the learning process, but to human interaction as well. The disadvantaged have a second education quite different from that institutionalized by other ethnic groups; it is a reality education, with the student's social and physical survival at stake. This informal education is uniquely divergent from the formal education attempted in schools. Employment of the symbols of law enforcement to coerce surface conformity to the standards of schools is demeaning to both guards and students, and is ultimately self-defeating.

18. Washington State Legislature. "Pupil Conduct, Discipline, and Rights": A Report to the Washington State Legislature by the Subcommittee on Student and Personnel Policies of the Joint Committee on Education. Olympia, Washington: 1969. 32 pages. ED 056 388 MF $0.65 HC $3.29.

    This report presents commentaries on the legal aspects of student rights and on some of the disciplinary measures utilized by public schools. It proposes legislation designed to assure that schools, in shaping their disciplinary policies, will conform to the framework of existing constitutional law and recent court cases.

19. Washington State Legislature. The Application of the Bill of Rights to Pupils in the Common Schools of the State of Washington: A Report to the Washington State Legislature by the Subcommittee on Student and Personnel Policies of the Joint Committee on Education. Olympia, Washington: 1970. 23 pages. ED 056 387 MF $0.65 HC $3.29.

    To prevent infringement on student constitutional rights in the state of Washington, this report proposes state legislation guaranteeing the substantive rights of students. The proposed legislation is presented with explanatory and supportive statements.

20. Wildman, Louis. Disciplinary Problems in Urban Ghetto Schools. Seattle, Washington: School Information and Research Service, 1971. 11 pages. ED 055 142 MF $0.65 HC $3.29.

    Hypothetical examples of teacher peer group and student peer group support illustrate the group dynamics of the inner-city school. Also included is a discussion of possible methods for improving the educational environment. The author recommends: (1) letting students choose between many differentially controlled learning environments,

(2) devising a curriculum that offers the inexperienced student concrete experiences (sometimes vocational) necessary for theoretical analysis, and (3) developing standardized educational accountability within expository type courses.

MANAGEMENT TEAM

21. National Association of Secondary School Principals. Management Crisis: A Solution. Washington, D.C.: 1971. 33 pages. ED 056 399 MF $0.65 HC not available from EDRS. (Available from National Association of Secondary School Principals, 1201 Sixteenth Street, NW, Washington, D.C. 20036, $1.00, quantity discounts.)

    This booklet explains the administrative team concept, argues for greater participation of the principal on such teams, and provides a typical board-administrator agreement. The administrative team is described as a tool that provides not only a formal agreement for administrators, but also an internal structure that ensures participation by principals in important decision-making. The report concludes that an administrative team, maintaining simultaneously both formal and informal systems of participation in decision-making, offers a professionally satisfying approach to school district administration.

22. Van Meter, Eddy J. "Alternative Team Approaches to Promote Educational Leadership. Project Kansas 76: Concept Paper." Topeka: Kansas State Department of Education, 1971. 9 pages. ED 056 001 MF $0.65 HC $3.29.

    Two models for determining the composition of educational leadership teams and providing for their training are described. The Educational Team Variable Model has three dimensions: (1) team composition (principals, teachers, students, or community members); (2) time constraints (full-time team commitment or nonscheduled sporadic team commitment); (3) scope of impact (single building impact or district-wide impact). By selecting appropriate variables from each dimension, a team may be composed to suit the unique requirements of each situation. The Team Training Model also has three dimensions: (1) training responsibility (participating school district personnel, state department of education personnel, or cooperating university personnel); (2) training site (district, university, or outside organization); (3) training timeframe (on-the-job released time or leave of absence). Several different formats selected from this model are briefly outlined.

SCHEDULING

23. Alexander, William M. Project Ideals: Organization for Instruction (Area F). Gainesville: Florida Educational Research and Development Council, 1969. 61 pages. ED 050 437 Document not available from EDRS. (Available from J. B. White, Executive Secretary, Florida Educational Research and Development Council, College of Education, University of Florida, Gainesville, Florida 32601, $2.00, quantity discount.)

    This pamphlet surveys the research and literature concerned with school organizational plans and their effects on learning. With a focus on both vertical and horizontal organization and scheduling, ten guidelines to improve organization for instruction are listed, and exemplary practices and plans discussed. An extensive bibliography is included.

24. Gove, James R., and Page, J. Patrick. Feasibility Study of Full Year Public School Operation (Valley View 45-15 Continuous School Year Plan) by Detailed Analysis of Required Scheduling Plans and Accompanying Consequences. Final Report. Lockport, Illinois: Valley View School District 96, 1970. 262 pages. ED 048 524 MF $0.65 HC $9.87.

The Valley View 45-15 Continous School Year Plan is described for researchers, educators, and laymen. The report gives a background of the school district, describes the 45-15 plan in detail, analyzes its effects on school and community, and chronologically summarizes significant events that followed implementation of the plan. The plan, developed largely by professional educators from the district, was developed out of economic necessity and not primarily as an experiment. Under the plan, students in the district spend forty-five school days in school and fifteen school days out of school in each of four cycles. To maintain continuous operation of the school, only one-fourth of the students are on vacation at any one time. The students are placed in four groups staggered by fifteen-day periods. Reprints of numerous newspaper articles discussing the plan are included.

25. Henson, E. Curtis. The Four Quarter School Year. Georgia: Atlanta Public Schools, 1972. 13 pages. ED 063 620 MF $0.65 HC $3.29.

To meet the changing needs of its young people, Atlanta Public Schools searched for an organizational structure that would (1) permit more flexibility and individualization of instruction; (2) allow pupils to take one course, two courses, or a combination of courses and activities; (3) permit a wider selection of options; and (4) expand the school year and permit the interchange of its various parts. Eight school systems in the metropolitan Atlanta area worked in conjunction with the state department of education to develop such a plan. Each of the school systems independently and cooperatively organized and worked to develop an appropriate curriculum, and the four-quarter plan was adopted for the new curriculum and program. Collectively, the systems produced a nonsequential, nongraded, individualized program, with courses developed according to behavioral objectives, student characteristics, and administrative requirements. This document describes the program and lists some of its advantages and disadvantages.

26. Johnson, Sharon Counts. Flexible-Modular Scheduling. Educational Management Review Series Number 4. Eugene, Oregon: ERIC Clearinghouse on Educational Management, University of Oregon, 1972. 10 pages. ED 061 580 MF $0.65 HC $3.29.

This review surveys recent documents on flexible-modular scheduling. Benefits derived from innovative scheduling techniques cover the entire spectrum of the educational experience, frequently providing for substantial change in the roles of students, teachers, and administrators. Under such a scheduling system, students can choose instruction individualized to meet their needs and teachers can assume greater participation in both curriculum planning and the development of new instructional methods. In addition, administrators can choose from multiple alternatives for organizing the school day and for managing time and space use in their schools.

27. National Center for Educational Communication. Year-Round Schools: The 45-15 Plan. PREP-27. Washington, D.C.: [1971]. 31 pages. ED 054 396 MF $0.65 HC $3.29. (Also available from Superintendent of

Documents, U.S. Government Printing Office, Washington, D.C. 20402: single copy $0.55; yearly subscription $6.00 U.S., $7.50 foreign.)

The Valley View 45-15 Continuous School Year Plan, implemented by the Valley View School District 96, Lockport, Illinois, in June 1970, calls for each student to attend school for forty-five school days, then have a vacation of fifteen school days. Thus, only three-fourths of the student body is in school at one time, resulting in a 33 percent increase in classroom availability. From baseline information, the following conclusions are drawn: (1) one-third more classroom space is available immediately through the plan; (2) savings of up to 5 percent per pupil can be gained; (3) educational benefits accrue when overcrowding or double-shifting is prevented; (4) the community can learn to support four short vacations at four different times during the year; (5) if a systems approach is used and a good organizer is responsible, student scheduling can be done in two or three months on a budget of about $1 per pupil; (6) most teachers will take a year-long contract; (7) basic research objectives can be reached more easily if they are part of the "formative" evaluation; (8) teachers are generally willing to try a year-round operation; and (9) economy-minded taxpayers support the plan. Among the recommendations made are that districts contemplating such an operation allow at least one year for planning and that nongraded or individualized instruction be used to solve scheduling problems.

28. Springfield School District 186. The Implications of Double Shift Scheduling in Springfield, Illinois High Schools. Springfield, Illinois: 1971. 69 pages. ED 056 077 MF $0.65 HC $3.29.

    An evaluative study was conducted in Springfield, Illinois, high schools to (1) determine the effects of double shift scheduling necessitated by severely overcrowded conditions and (2) provide accurate and objective information from which rational judgments could be made.

29. Weiss, Ronald P. A Readiness Model To Implement Modular Scheduling, 1971-72. Minneapolis, Minnesota: Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., 1972. 46 pages. ED 062 685 MF $0.65 HC $3.29.

    This study was part of the ERDC's overall program of evaluation of various aspects of modular scheduling in its member schools. A readiness model to implement modular scheduling was developed, based on a review of the literature on modular scheduling and on practices and theoretical aspects of change and its implications. The model was tested in a survey of twenty-five secondary schools that have successfully implemented modular scheduling. Nine phases of the model signify when the change process should be implemented and which members of the school and community should be involved. Descriptions of each phase also include specific points to assist the staff in accomplishing the objectives of that particular phase.

STAFF RELATIONS

30. Gerhardt, Ed, and Miskel, Cecil. Staff Conflict, Organizational Bureaucracy, and Teacher Satisfaction. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 1972. 13 pages. ED 064 241 MF $0.65 HC $3.29.

    The authors attempt to isolate conflict factors in teachers' work experi-

ences and to determine the relationship of those factors to organizational bureaucracy, teacher satisfaction, and the central life interests of staff members. School districts from a random sample were stratified into five groups on the basis of the number of teachers employed. A proportional number of districts were randomly selected from each group. One hundred sixty teachers were randomly selected from each of the five groups, making a total of eight hundred teachers sampled. A total of 642 usable questionnaires were returned. Instrumentation included the Conflict Assessment Questionnaire (CAQ) and the School Organization Inventory (SOI). Item content on the questionnaire concerned administrative, student, and staff relations; decision sharing; personal nonmaterial opportunities; work conditions; material inducements; and school priorities. The SOI measured three dimensions of bureaucracy: hierarchy of authority, rules and regulations, and impersonalization. Findings support the assertion that factors in the organization external to the individual determine the perceived level of bureaucracy. Because the other research variables were not predictors of bureaucracy, the conclusion that the SOI is a legitimate independent measure of the school structure seems appropriate. The lack of findings related to the central life interest variable can be explained by a poor measuring instrument. Further research is recommended. A nine-item bibliography is included.

STUDENT ACTIVITIES

31. Dal Santo, John, editor. Administrative Guidelines for High School Activism. De Kalb, Illinois: Educational Administration Center, Northern Illinois University, 1971. 36 pages. ED 050 493 MF $0.65 HC $3.29.

This report presents guidelines proposed and utilized by practicing teachers and administrators for coping with student activism. Included are discussions of the causes of student activism, the indicators of student unrest, and preparations for protests, including suggested reactions to violence and guidelines for longrange planning. The author concludes that public schools should provide youth with experience of the due process procedure in resolving individual and group differences, thus teaching them to accept social discipline as expressed in tradition, custom, and law. He also maintains that students should be involved in the intellectual life of the school, and suggests they be represented on faculty and parent-teacher committees. Appendixes contain sample policy statements for dealing with student disruptions. The policies listed were developed by the Los Angeles Public School District's director of public information, the superintendent of the district, and the Los Angeles Police Department.

32. Ferguson, Donald G. Student Involvement. A Working Paper. Paper presented at annual convention of American Association of School Administrators, Atlantic City, New Jersey, February 1971. 10 pages. ED 050 465 MF $0.65 HC $3.29.

Students are clients of the educational system, but have traditionally had little voice in making decisions about the services they receive. Students are now demanding greater involvement, and administrators have tried a number of programs designed for student participation. Some examples of successful programs are (1) student centers that provide a focus on students and serve to improve relations with student., (2) inclusion of students on deliberative and decision-making bodies to encourage greater communication and understanding between staff and students, and (3) involvement of students in the production of innovative educational programs and services to better meet the needs and interests of students.

33. Gibbs, Annette. Ten Guidelines for Principals and a Free Student Press. Charlottesville, Virginia: School of Education, University of Virginia, 1972. 9 pages. ED 062 945 MF $0.65 HC $3.29.

This paper presents guidelines for the chief student personnel administrator to use in implementing editorial policies related to freedom of expression in the sanctioned student newspaper. The guidelines are: (1) the function of the student newspaper should be clearly defined and agreed upon by the students, faculty, and administrators; (2) the function of the student newspaper, as it relates to student freedom of expression, is parallel with the function of the commercial newspaper; (3) editorial freedom of expression is a basic requirement for the student newspaper; (4) the student newspaper should not be considered an official publication of the school; (5) students do not forfeit their constitutional right to freedom of expression; (6) student newspaper editorial policies that promote the lawful educational goals of the school are considered desirable by the courts; (7) a publications board offers the best method to provide guidance and leadership for student newspaper activity; (8) editorial freedom of expression requires student responsibility for presenting news and opinion accurately, fairly, and completely; (9) a professionally competent adviser for the student newspaper staff is desirable for both students and the administration; and (10) the student newspaper is primarily a medium of communication for students.

34. Institute for Development of Educational Activities. Dissent and Disruption in the Schools: A Handbook for School Administrators. Dayton, Ohio: 1969. 50 pages. ED 047 357 Document not available from EDRS. (Available from IDEA, Information and Services Divison, Post Office Box 446, Melbourne, Florida 32901, $1.00.)

Proposals by educators for dealing with student dissension and accounts of disruptions that were satisfactorily resolved are included in this handbook. The far-reaching social implications of some of the problems involved necessitated the incorporation of practical recommendations and the avoidance of philosophical aspects of the larger social problem. The report discusses (1) indicators of potential student unrest; (2) emergency procedures for coping with disturbances, disorders, or demonstrations; (3) administrative procedure statements for dealing with student demonstrators; and (4) emergency school board measures. A brief bibliography is included.

35. New Jersey State Federation of District Boards of Education. Student Activism—and Involvement in the Educational Program, Federation Ad Hoc Committee Report, January, 1970. Trenton, New Jersey: 1970. 57 pages. ED 050 488 MF $0.65 HC $3.29.

This report notes that activism is preferable to apathy, that larger problems loom for schools failing to involve parents and community, that board member and administrator rigidity can cause conflict, and that black and Spanish-speaking students have special problems. Recommendations for school administrators and teachers emphasize sincerity in responding to student demands; increased communication with parents, students, and community; increased consideration for student needs; and the importance of knowledge of the law. Appendixes include (1) a model for local community study, (2) sample policies concerning student rights and participation, (3) grievance procedures for students and parents, (4) a teacher evaluation form for students, (5) "The Year of the Militant Student" by Dr. Carroll R. Johnson, and (6) a selected bibliography.

36. North Carolina State Board of Education. Student Involvement: A Bridge

to Total Education. Revised Edition. Raleigh, North Carolina: 1971. 27 pages. ED 055 313 MF $0.65 HC $3.29.

Administrators and students are advised of methods to open channels students can use to express their opinions about administrative decisions and thereby assume greater responsibility for solving their educational problems. The recommendations cover general administrative policies, attitudes and actions of administrators, attitudes and actions of students, extracurricular activities, student councils, human relations, hypersensitive areas (such as student elections for cheerleaders and activity queens), and curriculum.

37. Stemnock, Suzanne K. Framework for Student Involvement. Washington, D.C.: American Association of School Administrators, 1970. 34 pages. ED 047 384 MF $0.65 HC not available from EDRS. (Available from Educational Research Service, Box 5, NEA Building, 1201 Sixteenth Street, NW, Washington, D.C. 20036, $1.25, quantity discounts.)

One hundred and forty-six school systems that had reported student participation in administration were sent followup requests for details. This circular, based on data provided by the seventy-four responding systems, begins with a summary of the data in the student organization tables. The areas of student participation in decision-making are (1) advisory committees to superintendents and boards of education, (2) advisory committees to principals, (3) representation on districtwide curriculum committees, (4) participation in curriculum planning in individual schools, and (5) representation on ad hoc advisory committees. The tables identify the school system and describe the organizational structure and responsibilities of each student committee. Samples of school board policies, an index to contributing schools, and resolutions on student involvement by educational organizations are included.

38. Wight, Albert R. Participative Education and the Inevitable Revolution. Estes Park, Colorado: Center for Research and Education, 1970. 52 pages. ED 044 766 MF $0.65 HC $3.29.

Participative education could provide impetus and direction to the educational revolution that has been brewing for some time. This approach, based on student involvement and participation, would meet the needs of students and teachers, both of whom are searching for alternatives to traditional education. Emphasizing self-responsibility, participative education attempts to involve the student in experiences relevant to his future and to provide him with the opportunity and methodology for learning from these experiences. Students would be allowed to develop self-reliance, self-confidence, and increased self-esteem, and would leave school better equipped for lifelong, continued learning.

39. Willis, Benjamin C. Administrative Reaction to Student Disruption. Paper presented at American Association of School Administrators annual convention, Atlantic City, New Jersey, February 1971. 7 pages. ED 050 451 MF $0.65 HC $3.29.

This paper discusses appropriate preventive measures for and proper reaction to student disruptions. While admitting there is no concrete solution, the author cautions against overreaction to disruptions and encourages a positive approach in using student involvement to improve the educational effort. The report emphasizes that an administrator should listen to and become involved with students in an ongoing interchange of ideas on procedures and policies. The author also recommends the simulation of school disruption as a technique for planning the course of action necessary in a particular situation.

OTHER SIGNIFICANT REFERENCES

Bailey, Stephen K. Disruption in Urban Secondary Schools. Washington, D.C.: National Association of Secondary School Principals, 1970. 66 pages. (Available from NASSP, 1201 Sixteenth Street, NW, Washington, D.C. 20036, $2 prepaid.)

This book reports the findings of an in-depth investigation of the problem of disruption in schools across the country. It suggests appropriate responses and also strategies to avoid disruption.

National Association of Secondary School Principals. "A Profile of the Large-City High School." The Bulletin, January 1971. 215 pages. (Available from NASSP, 1201 Sixteenth Street, NW, Washington, D.C. 20036, $2 prepaid.)

This study presents a comprehensive and descriptive body of data on urban school systems, intended to provide a firm base on which to build constructive policies and practices for the improvement of educational opportunities for young people in large centers of population. Part A of this publication includes data and analysis. Part B contains case studies.

Philadelphia Public Schools. Tentative Report of Vice Principals' Task Force, April 1971. 50 pages.

This report from the Vice Principals' Task Force in Philadelphia, Pennsylvania, examines the status and role of the vice principal in that city and develops a proposal to provide greater responsibility and accountability on the part of vice principals.